DOCUMENT RESUME

ED 094 498 EC 062 421

TITLE	Institute on Media for the Very Young Handicapped Child. Summary of Proceedings. July 19-23, 1971.
INSTITUTION	Southern Regional Media Center for the Deaf, Knoxville, Tenn.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
PUB DATE	Jul 71
NOTE	40p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Conference Reports; *Early Childhood; Educational Objectives; *Exceptional Child Education; *Handicapped Children; *Institutes (Training Programs); *Instructional Media; Video Tape Recordings

ABSTRACT

A training seminar in the use of media (primarily videotape) was conducted by the Southern Regional Media Center for the Deaf in July 1971 for directors of 40 early childhood centers. The following were representative goals of the program: (1) familiarize institute participants with various form of media equipment, (2) provide an opportunity to practice using some of the equipment, (3) expose the participants to model dissemination programs, (4) demonstrate two or three programs, already using media for instructional purposes, (5) demonstrate how to use television to diagnose children's performance and to evaluate a program, and (5) expose participants to creative uses of media with normal children. Seminar proceedings were evaluated in terms of progress made toward each goal. Uses of media related to affective and cognitive instructional goals, dissemination packages, program evaluation, and preservice and inservice training which were discussed during the institute were summarized. Results of an opinionnaire given before and after the institute to assess changes in attitudes were tabulated. Appendixes include forms inviting directors to the institute and soliciting data on priority needs of program directors, questionnaire responses, program schedules, and a roster of institute participants, consultants, and staff. (GW)

ED 094498

SUMMARY OF PROCEEDINGS: A REPORT

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD

July 19 - 23, 1971

Conducted by
Southern Regional Media Center for the Deaf
Department of Special Education and Rehabilitation
College of Education
University of Tennessee, Knoxville

Funds provided by
Media Services and Captioned Films Branch
Division of Educational Services
Bureau of Education for the Handicapped
United States Office of Education
Department of Health, Education, and Welfare
Washington, D. C.

Sponsored by
Program Development Branch & Media Services and Captioned Films Branch
Bureau of Education for the Handicapped
United States Office of Education
Department of Health, Education, and Welfare
Washington, D. C.

EC 062421

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ACKNOWLEDGMENTS

For their help in arranging and conducting this special media conference, I should like to recognize these members of my staff: Doris Caldwell, who served as coordinator for SRMCD in the planning stages and editor of this report; Roger Perkins, who designed the opinionnaire and scored the pre- and post-administrations (see Section IV); Judy Graythen and Lewis Butler, Media Specialists who conducted the hands-on laboratory sessions and the field-trip experiences; Jim Llewellyn and Harold Roberts, electronics and production specialist who provided technical assistance for all presentations; and Bette Leonard, whose many secretarial duties in connection with the institute culminated in the typing of this report.

To conduct the special semimar for early childhood educators simultaneously with an ongoing six-weeks institute for educators of the deaf was not an easy task, and I am grateful for the competent assistance of my excellent staff at the Southern Regional Media Center for the Deaf.

William D. Jackson
SRMCD Director & Associate Professor
of Special Education
The University of Tennessee, Knoxville

FOREWORD

With growing awareness that the rate of learning during the relatively unplanned preschool years may well exceed that of the later years of formal schooling, early education is no longer viewed as a custodial function or even as a downward adaptation of procedures for older children, but as a wholly new foundation for the teaching/learning process. For the handicapped, early education is particularly crucial. Dr. Edwin Martin, Associate Commissioner of USOE's Bureau of Education for the Handicapped, declared that "more than half . . . can have their handicapping conditions lessened--or, in many cases, prevented--if they receive appropriate educational and related services at an early age." Thus, a new spirit of urgency in special education has sparked young handicapped children. Media offers many opportunities for expanding the learning environment, for capturing attention and maintaining interest, for encouraging participation and response, for making teaching--and learning--fun.

This report describes a pilot leadership training seminar conducted by the Southern Regional Media Center for the Deaf in July 1971 and enrolling directors of early childhood centers funded by USOE's Bureau of Education for the Handicapped. The summary and recommendations growing out of the one-week institute have been delineated by Dr. Nicholas Anastasiow from his vantage point as Institute Coordinator representing early childhood education.

Major credit for the Institute's success and hoped-for continuing

impact goes to the 22 model center directors or representatives who came to the University of Tennessee to share their experiences and successes with media, as well as their concerns and problems which might be met through media applications. Special thanks also go to the consultants and demonstrators and to the two local centers which opened their doors for the hands-on practicum: the East Tennessee Children's Rehabilitation Center and Sunshine Center for the Handicapped. SRMCD and its sponsoring agencies are grateful for the cooperation of all concerned.

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INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD: A REPORT

by
Nicholas J. Anastasiow

I. OVERVIEW

Rationale

During fiscal year 1970-1971, USOE's Early Childhood Education Program for the Handicapped funded 40 centers throughout the United States. These programs dealt with a variety of theoretical and procedural approaches to the training of very young handicapped children. Staff personnel, site visitors, and members of the review panel had observed that most of the programs could use technical assistance in three major areas: evaluation, dissemination, and program improvement. It also was observed that the use of media in dissemination and classroom program areas was less well developed than was generally recommended by media specialists. Many of the project directors were in need of and directly asking for technical assistance in how to operate and integrate the use of multimedia techniques in their projects.

In response to this request, staff of the Program Development Branch and Media Services and Captioned Films Branch, Bureau of Education for the Handicapped, and the Southern Regional Media Center for the Deaf (SRMCD) met in Washington in early April 1971 with selected program consultants to the Bureau and personnel from funded early childhood training programs. The product of this planning group was to recommend that a one-week institute be conducted by SRMCD during the Summer 1971 and that a child development specialist be added to the SRMCD conference

staff to assist the media specialist by supplying knowledge of children's growth and development. Further it was suggested that specific areas of interest shared by project directors be identified by SRMCD prior to the conference.

SRMCD constructed a questionnaire (see Appendix A) which was mailed to all project directors on April 30. The 33 responses revealed that assistance was desired in (a) how to use portable videotape equipment and other media devices, (b) how to achieve media-curriculum integration in teaching very young handicapped children, (c) how to plan dissemination units using media, and (d) how to evaluate the use of media. (For the complete tabulation/analysis of questionnaire responses, see Appendix B).

Goals

Subsequently, Nicholas Anastasiow, child development consultant, met with SRMCD administrative staff to plan the program based on the perceived needs of the project directors. Goals for this special institute were identified as follows:

1. *Familiarize institute participants with various forms of media equipment: portable videotape recorder (VTR), 35mm camera, overhead projector, Polaroid camera, 16mm movie film, preparation of graphics.*

2. *Provide opportunity to practice using some of the equipment.*

3. *Expose the participants to model dissemination programs prepared by programs funded under the same legislation.*

4. *Demonstrate two or three programs already using media for instructional purposes.*

5. *Demonstrate how to use TV to evaluate (diagnose) children's performance.*

6. *Demonstrate how to use TV to evaluate a program.*

7. *Provide opportunities for participating directors to raise questions and list priorities.*

8. *Expose participants to creative uses of media with normal children so as to encourage project directors to explore how these techniques can be used with handicapped children.*

The institute program was thus formulated and presentors/demonstrators selected (see Appendix C). Evaluation of the institute was conducted by administering a pre- and post-semantic differential (see Section IV of this report).

Sessions

The goal of the opening session was to orient participants (see roster, Appendix C) to the purposes of the institute and introduce them to the creative aspects of the use of media in curriculum. The keynote presentation by Dr. Henry W. Ray, entitled "Creativity in Media with Very Young Children," was geared to help the participants focus on the child's development of affect, self-concept, and sense and awareness of beauty. His examples and comments were thought-provoking and challenging to the educator of the handicapped. For example:

> *"To be educated means also to know something of the experience of beauty--to respond both to the beauty of nature and to the art made by our fellowman"* (quote from M. Silberman).

> *"If a child cannot take part in the sense of creating it or discovering it, then at the very least he must be allowed part in the sense of being able to respond to it."*

Ray stressed the importance of experiencing, manipulating, and feeling. He pressed the participants to examine their own programs to see how they could work toward these goals. The child development consultant asked the project personnel in attendance if they might be overly stressing cognitive goals out of concern over the deficit of the child. That is, does a deaf educator become so involved in teaching a child language that his program gives little attention toward developing the child's awareness of beauty and tactual experiences? The remainder of the week was devoted to selected demonstrations (listed in Appendix C) and to hands-on practicum experiences.

II. SUMMARY AND RECOMMENDATIONS

It was the opinion of child development consultants that the goal to teach creative uses of media in curriculum was the one least met during the course of the Institute. It became apparent that pre-established biases (based on and regarding individual personal programs) tended to cause the participants to accept or reject the ideas presented rather than to examine their value and relevancy and the use of media in general. It was difficult to get the participants to generate and suggest means on how to use media or to present their own ideas consistent with their programmatic orientation. Much need to be done in ways in which media can be included in curriculum. Personnel from the Leadership Training Institute (Technical Assistance and Development Service) might well consider how they can work with SRMCD to engage program and media personnel in dialogue to work toward a solution

of this problem.

RECOMMENDATION I: TADS and SRMCD representatives should meet to plan how program specialists can assist project personnel in using media in curriculum endeavors which work toward cognitive and affective goals.

Goals 1 and 2: Exposure, Familiarization, and Practice with Media

The goal was met very well through a series of demonstrations by SRMCD staff. Participants were shown the uses of portable videotape, 35mm and 16mm film and projectors, slide projectors, and various other types of media and equipment. All participants had a chance to practice using the equipment. Following these training sessions, institute members visited one of two local training centers to use the equipment in a live setting with the SRMCD staff assistance. The results of their efforts were presented the following day.

These sessions were among the most successful of the institute. Fears were overcome, excitement toward media engendered, and participants learned how to use the equipment. Much to the surprise of many, the institute members discovered that they could prepare a 20-minute videotape dissemination presentation of high quality.

RECOMMENDATION II: SRMCD should plan short (three-day) institutes or training sessions that deal directly with the use of equipment, providing training sessions early in the session and practical experience throughout. The purpose of these short institutes should not be

perceived as training media specialists but as introducing project directors and/or personnel to the equipment, overcoming fears and engendering positive attitudes.

Goals 3 and 4: Exposure to and Demonstration of Model Dissemination Packages

This was another strong part of the institute but also troublesome. Participants had to be reassured that SRMCD was not advocating any specific program, but rather demonstrating how a dissemination package could be built. Allen Sproles, Kay Horton, and John Ora demonstrated how media was being used in their projects for dissemination and training.

Goals 5 and 6: Demonstration of How to Use TV in Evaluation of Pupil Progress, Performance, and Programs

Evaluation was defined as the process of gathering information on which to base a decision. Thus program evaluation could be focused on program improvement, implementation, or maintaining quality control.

Institute participants were exposed to ways in which videotapes could be used: (a) to demonstrate to a parent or new teacher how to perform a given task; (b) to train parents, teachers, and others through microteaching sessions; (c) to provide feedback and corrective direction to parents, teachers, and aides; (d) to provide preservice training; and (e) to provide inservice training.

In addition, Shirley Marinoff demonstrated how videotape samples of a child's progress could be collected over a period of time and used to demonstrate program and/or child progress success to parents. They could also be used to provide a new teacher with an idea of what the

child is able to do or for diagnosis with consultants. Sometimes a child is absent when the consultant arrives or does not "perform" the particular example of behavior to be observed. Videotape provides an excellent source around which a consultant can discuss the child with parents, teacher, and/or aides. Kay Horton also demonstrated the use of videotape to provide microteaching training sessions with parents and also a means of recording parents' progress as teachers of their deaf child.

Thus, videotape has strong potential use in program implementation (preservice), monitoring (inservice), improvement (evaluating), curriculum (teaching skills), and evaluation (collecting data to improve, revise, and modify programs). In addition, videotape can be used to record pupil progress (child or adult), diagnose skills, and provide for a child's transition to a new program or next year's teacher.

Goals 7 and 8: Concerns for the Child and Program Development

The child development consultant attempted to help the institute members focus on their assumptions and values about children that are implicit in their programs. He stated that one of the major strengths of the early childhood handicapped programs as a group was their diversity and implementation of a variety of instructional and curriculum innovations. He pointed out that there was room for differences of opinion concerning appropriate curriculum and teaching techniques on how to train young children. He cautioned, however, against adoption of a program without examining its inherent underlying values. The fact that programs can be diverse does not mean that classroom procedures

that damage a child's self-esteem or "human-ness" should be used regardless of the so-called "theoretical" approach (for example, use of physical punishment). How a teacher feels about children and what the teacher hopes the child will become help shape an educational program.

Most educators of the handicapped child are well-versed in their specific area of expertise but not necessarily knowledgeable concerning the child's total development. The problem to be overcome by the special educator is the tendency to interpret everything a child cannot do as a function of his handicap. A developmental guideline prepared by Merle Karnes of the University of Illinois was presented as a guide to assist in the education of the handicapped. It was suggested that this guide be used to help special educators perceive performance more in terms of what is reasonably expectable in terms of normal growth and development.

The Institute Coordinator also presented a list of fourteen questions on how to improve a program. It was his opinion that project personnel had become overwhelmed by some of the requirements needed to develop their programs. The questions were designed to translate jargon into simple formulation:

1. *What do you want to do?* This question deals with specific objectives, which usually are clear statements concerning a program (that is, whether one wants to use an oral approach in teaching deaf children or behavioral modification techniques in dealing with oppositional children).

2. *Why do you want to do it?* This question is geared to general

objectives, which usually deal with the professional commitment of the project director and his deepest concerns (for example, his concern over the results of the rubella epidemic and his desire to establish a remediation program). Many times it is difficult to state these general objectives in behavioral terms and, from this author's point of view, it is not entirely critical that one do so. Included in the general objectives usually is a statement of to what the project director is committed.

3. *How will you do it?* Within this question three large areas of concern reside: the philosophy of education, curriculum orientation, and one's adherence to a particular psychology of learning. The philosophy of the project director reveals his value orientation. Once a person's value orientation is known, one can then often predict the kind of curriculum orientation he might select. How he views the child and the integrity of the human organism, whether he sees the child as a receptor of information or as one who acts upon and constructs his own intelligence as Piaget suggests--these and other variables help to determine what curriculum orientation or particular strategy he will use in the classroom.

4. *To whom will you do it?* The age and particular group of children the project plans to work with need to be specified. If you are interested in remediating the effects of rubella epidemics, for example, at what age will you begin? Will you select only inner-city children or middle-class? These descriptive statements of the population must be clearly delineated.

5. *In what way does the group you have selected change what you*

want to do? Selecting a young versus older population of children has a pronounced effect on teacher-pupil ratio, facilities, and materials. Frequently teachers of older handicapped children are recruited to work with the very young. These teachers are familiar with techniques for remediating the handicapped but need to be retrained in how to teach the very young. The nature of the facilities for blind children might be quite different from those required if you are working with deaf children. If you are going to work with 3-year-olds, the nature of the play yard, the availability of water and sand, and the availability of wheel toys and other appropriate experiential learning implements may seem much more important than if you are going to work with 10-year-olds. Having a knowledge of child growth and development and the various developmental stages is critical to how one designs one's building and the curriculum one selects.

6. *Who will help you do it?* Recognizing that supporting services will be required is a critical aspect of program development. Some programs have excellent goals and pertinent objectives but have not considered the supporting services needed to carry out their program and thereby are finding it difficult to meet their goals. For example, if is important to have psychological assessment on children before admittance to the program, these questions must be asked: Are psychologists available? Are sufficient funds available to pay psychologists? Are there funds for training purposes so that assessment can be made by other project personnel who have been trained to do so?

7. *Who will do it?* A project director needs to specify who will actually carry out the training. Some programs have teachers, some

have both teachers and aides, some are designed to train parents as the prime teachers and/or aides. In attempting to evaluate a program, it is necessary to specify exactly who will be the main implementors and how many personnel will be needed to achieve the designed goals of the program.

8. *What will they do?* The answer to this question describes the content of what is to be taught. This does not necessarily describe structure--whether open education, team teaching, or self-contained classroom, for example--but actually what content is to be covered, what is to be taught the children. There is a great deal of confusion in early childhood programs for the handicapped concerning questions of this nature. There is no well-defined or clearly specified curriculum generally available for young children. There are guides and articles which cover broad notions, (i.e., teaching colors, time, names, words, concepts and relationships), but specific goals and content have not been developed.

9. *How will they do it?* A clear description of the teaching strategy needs to be explicated. Too often the project director is the only one in the program with a clear sense of how the curriculum is to be presented. Educators who have not educated the very young often fall into routines which are custodial (washing, toileting, eating) rather than training (concept development, problem solving). This question concerns the psychology of learning the director adheres to and the curriculum he selected--whether the particular program will be committed to drill and practice techniques, inductive techniques, or process techniques.

10. *How will they learn to do it?* Each program must consider whether it plans inservice training or preservice training or a combination. A program that has unique goals and missions and is carving a way in a new area cannot assume that teachers are already trained to perform the roles designed by the project director. Careful, consistent attention must be given to the problems and needs of the teachers as they are involved in mutual learning and experience.

11. *How will they know if they are doing it?* Probably one of the most critical lacks in evaluating a program is providing ongoing process evaluation. Project directors need to observe teachers, aides, parents, and other personnel involved in implementing the project to see if they are doing as the program was designed. Frequently it may take one or two years before staff and parents are able to implement the project as designed by the director. Here consultation, microteaching sessions, informal observation, and questionnaires can provide direction and feedback to teachers to improve their skills and better insure their ability to meet the criterion performance.

12. *If they aren't doing it, can you figure out why?* This question must be asked continuously in the development and improvement of a program. Perhaps the strategies one thought would be successful in working with children prove inappropriate or ineffective. Perhaps there was insufficient time spent on inservice training. The goals stated by the project may have been poorly stated and now need to be revised. The curriculum provided to meet the goals may be inappropriate to the goals. The program itself may not meet the broad objectives; i.e., it may be fine for normal children but not for autistic ones. The

program may not be working sufficiently because of space limitations; you may have a building committed to your purposes but end up with a much smaller space crowded with too many children. You may be confronted with insufficient resources due to budget cuts. Lack of consultant help may also keep teachers from meeting the project goals.

13. *When they do do it, how do you know?* The question considers the process of collecting data to substantiate the evaluation of your program. Pupil growth can be revealed through anecdotal records, pre- and post-test or achievement measures, studying a child over a period of time by keeping collective samples of his work or records of his entry and exit behaviors, and by having observational instruments with which aides and/or parents can observe teachers in child interactions. Over a period of time parents may be interviewed to give information regarding the child's growth as evidenced through home bahaviors, and lastly achievement and intellectual tests can be administered.

14. *Finally, if it does work, how will you tell others?* Possibilities include demonstrations, inviting visitors to view a program through two-way mirrors and observation booths. Dissemination packages of film and tape shows or 35mm film can be used effectively. Articles and professional journals possibly do not lend themselves as well to the full communication of the total range of your project, but they help. If you have specific curriculum techniques that seem to be working, commercial publishers might be interested. Disseminating ideas to a wide audience, particularly within the state and then throughout the nation, is another means of helping improve your program; feedback from other centers which try out your approach will enable you to see

if the program is something only you and your staff can make work or whether it has much larger potentialities applicable to other centers.

III. IMPLICATIONS

Summary

In summary, the conference presented the use of media (primarily videotape) for a variety of purposes:

1. Media can be integrated in curriculum presentation both for affective and cognitive goals. Portable videotapes of field trips with children, brought back to the classroom and shown for review and discussion, further expand the children's learning from that experience. Media can also create a simulated environment such as Project ME's "learning wall" and Dr. Ray's multisensory environment.

2. Media can be used very effectively for dissemination purposes. Dissemination packages can be used for state and national groups and as an intake procedure for presenting the program to parents so they will be acquainted with the goals and objectives of the project before entering their child. The dissemination package can also be used to orientate new staff and assist in establishing new centers.

3. Media can be used for program evaluation. Evaluation may be the collection of information by which to make decisions for program improvement. In the implementation sense, media can be used to evaluate a particular child's progress.

4. Media can be used for preservice and inservice training of teachers, parents, and aides.

5. Media can be used in microteaching situations with teachers, parents, or aides for the improvement of ongoing practice.

6. Media can be used to present an overview of a child from one teacher to another or to ease the transition from one program to another.

7. Media can be used in behavioral description to be sent to a consultant for suggestions.

IV. INSTITUTE EVALUATION

by
Roger S. Perkins

The objective of the opinionnaire given before and after the Institute on Media for the Very Young Handicapped Child was to assess any changes in attitudes and opinions concerning the applicability of television and other media as practical and effective tools in the education of preschool handicapped children.

The first section was designed to assess the level of agreement or disagreement with statements of opinion concerning the use of television (ITV) and portable videotape recording (VTR) equipment in the education of very young handicapped children. Items 1-10 were both positive and negative statements, with agreement or disagreement to be indicated on the five-point response code:

( )	( )	( )	( )	( )
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

The following means for each item were derived from the sum of the responses times the code value.

ITEM	PRE-TEST	POST-TEST
1. Using television in educating the handicapped is close to babysitting.	4.22	1.82
2. Television is the most exciting thing in education today.	2.66	3.29
3. Very little technical skill is necessary to operate a portable VTR system.	3.00	3.82
4. Self evaluation is the most practical use of a VTR system.	2.77	3.00
5. Television can effectively serve only a small number of handicapped students.	3.72	2.12
6. The use of a VTR system must be highly structured to be effective.	3.16	2.76
7. Television equipment is very limited among the nation's programs for the handicapped.	2.66	3.41
8. A VTR system, in many cases, amounts to an expensive toy with little real educational value.	3.94	1.94
9. There are ways to use television in teaching almost anything.	3.94	3.88
10. Both effective ITV presentation and "home-made" videotapes could represent a substantial contribution to education of the handicapped.	4.33	4.12

The second section of this opinionnaire required a response to a

semantic differential scale between word pairs associated with specific concepts. Words used in this section suggested both negative and positive reactions to the concepts. The positive reaction words were randomly positioned on the left and right side of the scale so that shifting to a more positive reaction was indicated by a lower or higher mean respectively. Since the word pairs did not necessarily describe or make a statement about the concepts, respondents were asked to react to each pair of words in a "word association" way (in reference to the concept) using the five-point scale to indicate the relative strength of their reactions.

The most interesting mean shifts were those that crossed the midpoint or the 3.00 position. In most cases this shifting was from a negative reaction word to its positive counterpart. Note in particular items 12, 15, 17, 24, 26, 32, 36.

CONCEPT: Television programs in teaching preschool handicapped children.

	1 2 3 4 5		PRE-TEST	POST-TEST
11.	awkward	smooth	3.22	3.65
12.	open	closed	3.39	1.82
13.	hard	easy	2.83	3.29
14.	dull	interesting	3.61	3.94
15.	useful	wasted	3.72	1.53
16.	theoretical	practical	3.72	4.18

CONCEPT: Using videotape recording equipment with preschool handicapped children.

	1 2 3 4 5			
17.	functional	useless	4.22	1.53

			PRE-TEST	POST-TEST
18.	risky	dependable	3.50	3.76
19.	closed	open	3.78	4.41
20.	smooth	awkward	3.39	2.12
21.	hard	easy	2.33	3.29
22.	theatrical	educational	3.89	4.41
23.	wasted	useful	3.94	4.65
24.	promising	limited	4.50	1.35
25.	difficult	simple	3.11	3.59

CONCEPT: Teacher-made videotapes.

1 2 3 4 5

26.	meaningful	irrelevant	3.67	1.94
27.	simple	difficult	2.83	2.94
28.	closed	open	3.72	4.12
29.	interesting	dull	3.22	1.88
30.	good	bad	3.94	2.06
31.	arbitrary	objective	2.83	3.65
32.	practical	theoretical	3.72	1.82

CONCEPT: Aide- or parent-produced videotapes.

1 2 3 4 5

33.	awkward	smooth	3.17	3.41
34.	objective	arbitrary	3.11	2.59
35.	wasted	useful	3.55	3.94
36.	open	closed	3.72	1.88
37.	irrelevant	meaningful	3.55	4.12
38.	educational	theatrical	3.83	2.06
39.	positive	negative	3.61	2.00
40.	dull	interesting	3.39	4.12

Comparing pre- and post-test responses to this questionnaire, it must be kept in mind that group (rather than individual) responses are being described. The samples responding were not the same group as the arrival and departure of many participants were not in accord with

both testing periods. However, in data of this nature samples from pre- and post-groups are adequate. The two groups--which in a majority of cases were the same people--do indicate a mean change in their responses, particularly in perceiving television as more open, more educational, less negative, and more interesting. There were acute shifts in perceiving that television has a place in the education of the handicapped (note items 1, 5, and 8).

In general, the results supported the observations of the SRMCD director and staff as noted above. The participants, following their involvement with the equipment and demonstrated applications, were observed to show a marked positive shift in attitude toward media, especially the potential uses of television.

APPENDIX A

April 30, 1971

Dear Project Director:

What are the implications for instructional media in educating very young children, and how can professional staff in early childhood education programs for the handicapped be assisted in using media creatively and efficiently?

Earlier this month a small group of concerned educators gathered in Washington to focus on these immediate concerns which are directly aimed at current major goals of USOE's Bureau of Education for the Handicapped. Co-sponsored by the Program Development Branch and the Media Services and Captioned Films Branch of BEH, the session involved specialists from both early childhood education and instructional media. Under the premise that real change can most quickly and efficiently be effected by the top administrator, the group drew up tentative plans for a pilot leadership training seminar (five days) in July 1971, with enrollment limited to directors of the 42 early education centers funded by BEH:

What:	Institute on Media for the Very Young Handicapped Child
When:	July 19-23, 1971 (Monday noon - Friday noon, with evening sessions as required)
Where:	University of Tennessee, Knoxville
Conducted by:	Southern Regional Media Center for the Deaf (SRMCD)--a project of Media Services & Captioned Films, Division of Educational Services, BEH
Target audience:	Handicapped children, 0-7 years
Institute participants:	Project director (or his designated representative) from the 42 model early childhood centers
Approach:	Identify desirable learning experiences and explore how selected media can contribute

Project Directors April 30, 1971

Instructional strategies:	Factual information and practical demonstrations
Media emphasis:	To be determined by best match of (a) SRMCD staff competencies and (b) E.C. Center responses to needs-identification

Funds for participant travel and per diem expenses are to come directly from travel budgets in current grants to the individual Early Childhood Centers funded by the Program Development Branch. Costs for conducting the institute will be absorbed by SRMCD, supported by Media Services and Captioned Films Branch.

SRMCD was selected to conduct this special Institute because of staff competencies and experience in media training. A prominent early childhood educator will be employed to coordinate the Institute itself and write the summary of needs growing out of the week's work with you people.

We need your help immediately in preplanning this special institute. The attached questionnaire is intended as a preliminary needs assessment directly from the field. Before completing Parts I and II, please consult with your professional staff so that the questionnaire responses will represent maximum input from the Early Childhood Centers. Your cooperation at this point will be most helpful to the planners here and in Washington in insuring a valuable learning experience when you come to the special institute on this campus in July. I shall look forward to hearing from you soon.

Sincerely,

William D. Jackson
Director

Attachment

QUESTIONNAIRE

Media Needs in Early Childhood Education of the Handicapped

PART I: Competencies of the SRMCD for basic media instruction (please check according to priority for the Summer 1971 Institute):

Priority 1	2	3	SRMCD Competencies
___	___	___	Graphics and overhead transparencies
___	___	___	Basic photography (Polaroid, slides, 8mm)
___	___	___	Audiotapes
___	___	___	Portable videotape recording

PART II: Suggested priority needs for staff media training in Early Childhood programs for the handicapped*(please check according to priority for the Summer 1971 Institute):

Priority 1	2	3	
___	___	___	How to operate portable videotape recording (VTR) equipment.
___	___	___	What VTR equipment to buy (specifications, portable or stationary, 1/2" or 1", etc.)
___	___	___	Maintenance of VTR equipment, storage of tapes.
___	___	___	Lighting and other considerations for school-produced tapes.
___	___	___	Planning for media-curriculum integration.
___	___	___	Storage and maintenance of other media equipment and materials.
___	___	___	Identify media materials already available for early childhood education (suitable for or adaptable to the handicapped).
___	___	___	Other suggestions:_____
___	___	___	_____
___	___	___	_____
___	___	___	_____

PART III: Institute on Media for the Handicapped Child, Summer 1971

1. Can you, the Project Director, attend this special institute for 5 days (July 19-23, 1971) at the University of Tennessee, Knoxville?
   ___yes ___no

2. If not, will you send your designated representative? ___yes ___no

*List drawn from recent meeting at Tucson, Arizona, involving EC Center directors in that area.

3. Can you cover travel and per diem costs for this Institute from your grant budget? ____yes ____no

PART IV: Desirable outcomes of this special institute from your viewpoint (please list):

1. _____

2. _____

3. _____

Date_____ Signed_____

_____

_____

_____

Please return this completed questionnaire immediately to:

Southern Regional Media Center for the Deaf
1814 Lake Avenue
The University of Tennessee
Knoxville 37916

APPENDIX B

QUESTIONNAIRE RESPONSES: TABULATION AND ANALYSIS

Number of questionnaires mailed = 45 (to directors of model centers)
Number of responses received = 33

TABULATION (listed in descending rank order)

I. Priority of SRMCD competencies for basic media instruction:

		Total		Priority 1	2	3
1.	Portable VTR	24	=	16	5	3
2.	Basic photography (Polaroid,	21	=	7	7	7
3.	Graphics & transparencies,	19	=	6	7	6
	audiotapes	19	=	4	9	6

Summary: 1) VTR top-ranked both in total and #1 priority votes.
2) Although tied for 3rd place in total votes, graphics/transparencies outweighed audiotapes for #1 priority.

II. Priority needs for staff media training in E. C. Centers for the Handicapped:

		Total		Priority 1	2	3
1.	Media-curriculum integration	25	=	15	5	5
2.	Identify existing materials	24	=	13	10	1
3.	VTR maintenance & tape storage	22	=	9	7	6
	Lighting, etc., for inhouse VTR production	22	=	6	8	8
4.	How to operate VTR	20	=	12	3	5
5.	Specs for purchasing VTR	18	=	7	5	6
	Handling media other than VTR	18	=	1	8	9

Summary: 1) "Media-curriculum integration" top-ranked both in total and #1 priority votes (also listed most often in "Desirable Outcomes" category).

2) "Identify" media materials already available a close

second, both in total and #1 priority votes.

3) Maintenance of VTR equipment and tapes outweighted inhouse production techniques as #1 priority, though tied for 3rd place in total votes.

4) Although some respondents declined to give VTR operation any rating (e.g., "technician on staff (or available on campus)" more than one-third (36 percent) of respondents assigned this item #1 priority--actually third place in the latter category.

5) Low ranking of "media other than VTR" (only 1 vote for #1 priority) appears to confirm the high interest in VTR as revealed in Section I above.

III. **Projected attendance at E. C. Media Institute, Summer 1971 (project director or designated representative):**

		Centers	People			
Yes	=	23	26	No	=	6
Maybe	=	4	5	NA	=	12

Summary: 3 centers sending 2 participants

IV. Desirable outcomes:

1. Train for own inservice training	6
2. Video software for parent counseling (2), inservice (2), pupil evaluation (1)	5

NOTE: 1) Most-often listed in this section were repetitions of items already covered in Part II (e.g., what, when, how to integrate media and curriculum written in by 12 of 33 respondents).

2) Eleven single (isolated) suggestions not recorded in this tabulation.

DCCaldwell (7/16/71)

APPENDIX C

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD

PROGRAM

MONDAY, JULY 19

11:00 a.m. - 1:15 p.m.	Registration (Stokely Center 139)
1:30 p.m.	Keynote: *"Creativity in Media with Very Young Children"* --Dr. Henry W. Ray

TUESDAY, JULY 20

8:30 a.m.	Media Design and Production Hands-on Lab --SRMCD Staff Exemplary Applications I (selected demonstrations: Project LIFE (Language Improvement to Facilitate Education) --Dr. Glenn Pfau & Dr. Dave Spidal Project ME (Media for the Exceptional) --Dr. Sol Roshal United Cerebral Palsy of New York City --Mrs. Shirley Marinoff
7:00 p.m.	Team Organization and Planning for Field Trips

WEDNESDAY, JULY 21

8:30 a.m.	Field Trips: Team 1: Sunshine Center for the Handicapped

	Team 2: East Tennessee Children's Rehabilitation Center
1:30 p.m.	Lab Production
3:00 p.m.	Tour Bus to Gatlinburg and Great Smoky Mountains National Park

THURSDAY, JULY 22

8:30 a.m.	Team Presentations - Discussions
1:30 p.m.	Exemplary Applications II (selected demonstrations):
	Project RIP (Regional Intervention Program) --Dr. John P. Ora
	Bill Wilkerson Hear & Speech Center --Mrs. Kathryn B. Horton
	Rutland Center --Dr. Allen Sproles

FRIDAY, JULY 23

8:30 a.m.	Videotape Recordings, Evaluation Protocol --Dr. W. Scott Curtis
	Questions/Answers
	Feedback: Media Needs, Priorities

ADJOURNMENT

SOUTHERN REGIONAL MEDIA CENTER FOR THE DEAF
COLLEGE OF EDUCATION
THE UNIVERSITY OF TENNESSEE

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD
July 19 - 23, 1971

Roster of Participants

Alabama

Miss Kim Simpson, Teacher, Huntsville Achievement School, 212 Eustis Street, Huntsville 35801

Alaska

Dr. Helen D. Beirne, Director, Early Education Assistance Program, Alaska Treatment Center for Crippled Children & Adults, 3710 East 20th Avenue, Anchorage 99504

Arkansas

Miss Louise Phillips, Project Director, Magnolia Public Schools, Box 428, Magnolia 71753

California

*Dr. Sol Roshal, Director, Project ME, 10526 Victory Lane, North Hollywood 91606

Florida

Mr. Larry Little, Audio-Video Technician, BKR Project, Sunland Training Center, P. O. Box 678, Opa Locka 33054

Georgia

*Dr. Allen Sproles, Coordinator of Student Training, Rutland Center, University of Georgia, 698 North Pope Street, Athens 30601

*Demonstrator

Massachusetts

Mr. Garrett E. Payne, James Jackson Putnam Children's Center, 244 Townsend Street, Roxbury 02121

Minnesota

Dr. Winifred Northcott, Director UNISTAPS Exemplary Early Childhood Education Project, Special Education Section, State Department of Education, St. Paul 55101

Mr. Randall Genrich, Educational Media Specialist, UNISTAPS Exemplary Early Childhood Education Project, Special Education Section, State Department of Education, St. Paul 55101

Mississippi

Mr. Gary Milford, Project Evaluator, Department of Elementary and Secondary Education, College of Education, Mississippi State University, P. O. Drawer ED, State College 37962

Nebraska

Miss Louena Guidera, Assistant Instructor in Child Health, Meyer Children's Rehabilitation Institute, 44 South 44th Street, Omaha 68015

New Jersey

Mr. Eugene Fagan, Director of Communications, Mount Carmel Guild Preschool Project, 17 Mulberry, Newark 07102

New York

*Mrs. Shirley Marinoff, Video Specialist, United Cerebral Palsy of New York, Westside Air Terminal, 460 West 2nd Street, New York City 10036

North Carolina

Mr. J. Michael Hennike, Research & Evaluation Coordinator and Parent Counseling Coordinator, Chapel Hill City School System, Chapel Hill 27514

Rhode Island

Miss Carol Bauer, Speech Pathologist, Rhode Island Easter Seal Society for Crippled Children and Adults, Inc., 333 Grotto Avenue, Providence 02906

Tennessee

*Dr. John P. Ora, Project Director, Regional Intervention Program, George Peabody College for Teachers, Nashville 37203

*Mrs. Jody Ray, Project Coordinator, Regional Intervention Program, George Peabody College for Teachers, Nashville 37203

Dr. Alton Quick, Department of Special Education and Rehabilitation, Memphis State University, Memphis 38111

*Mrs. Kathryn B. Horton, Co-Director, Bill Wilkerson Hearing and Speech Center, 1114 19th Avenue South, Nashville 37212

Miss Peggy Wilkerson, Behavioral Data Management Specialist, Bill Wilkerson Hearing and Speech Center, 1114 19th Avenue South, Nashville 37212

Texas

Mrs. Anne G. Lieberman, Project Specialist, Early Childhood Education for the Handicapped, Region XIX Service Center, P. O. Box 10716, El Paso 79997

Miss Ethel Kutac, Training Specialist, Department of Special Education, University of Texas Staff Training Program, Austin 78712

Vermont

Mr. Arthur Schubert, Teacher, Preschool Education Centers, Brattleboro Town School District, 96 Green Street, Brattleboro 05301

Virginia

Mrs. Saundra N. Shorter, Assistant Director, Early Childhood Assistance Act Project, Special Education, Norfolk State College, 2401 Corprew Avenue, Norfolk 23504

Wyoming

Mrs. Janis Jelinek, Project Director, Communicative Disorders and Parent Training Program, Department of Speech Pathology and Audiology, University of Wyoming, P. O. Box 3204, University Station, Laramie 82070

Institute Consultants

Dr. Nicholas Anastasiow, Director, Institute of Child Study, Indiana University, Bloomington, Indiana 47401

Mr. Gerald Boyd, Education Program Specialist, Project Centers Branch, Bureau of Education for the Handicapped, Washington, D. C. 20202

Mr. R. J. Briskey, Director, Professional and Educational Services, Zenith Hearing Aid Sales Corporation, 6501 West Grand Avenue, Chicago, Illinois 60635

Dr. W. Scott Curtis, Chairman, Audiology and Speech Pathology, University of Georgia, Athens, Georgia 30601

Mr. Jim Mangan, Southwest Regional Media Center for the Deaf, New Mexico State University, P. O. Box 3 AW, Las Cruces, New Mexico 88001

Mr. Jim Pearson, Executive Director, East Tennessee Children's Rehabilitation Center, 2016 Clinch Avenue, Knoxville, Tennessee 37916

*Dr. Glen Pfau, Director, Project LIFE, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036

*Dr. Henry W. Ray, Director, Teacher/Learning Resources, Centennial Schools, Warminister, Pennsylvania 18974

*Dr. David Spidal, Assistant Director, Project LIFE, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036

Mr. Delmas Young, Director, Sunshine Center for the Handicapped, Inc., 2335 Dandridge, Knoxville, Tennessee 37915

SRMCD Staff

Dr. William D. Jackson, Director, Southern Regional Media Center for the Deaf and Associate Professor of Special Education

Mr. Lewis D. Butler, Coordinator for Production and Instructor of Special Education

Mrs. Doris C. Caldwell, Program Assistant

Miss Judy Graythen, Media Instructor

Mr. Jim Llewellyn, Electronics Specialist

Mr. Tom Mays, Graphic Artist

Mr. Arthur Montoya, Coordinator of Field Services and Instructor of Special Education

Mr. Roger S. Perkins, Program Development Coordinator and Instructor of Special Education

Mr. Harold Roberts, Production Specialist--TV

Mrs. Bette Leonard, Secretary

Mrs. Janet Leming, Bookkeeper

Mrs. Juanita Rye, Secretary

Dr. Roger M. Frey, Head, Department of Special Education and Rehabilitation, College of Education, The University of Tennessee, Knoxville